

Strategies and Devices for Guidance

Module 1 unit 2.a

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Individual Guidance

Individual guidance is the advice or a strategy designed for a particular individual to solve his problems. Moreover, it is the interaction with a person to explore his or her ideas, behaviours and feelings. Individual guidance is tailored to an individual. It is advice, strategy or planning designed for a singular person or thing and their unique situation. The most common reference to individual guidance is in reference to children or students. Individual guidance can be used to refer to any advice, usually professional advice, given to a person based on their unique circumstances. This could include legal services, career counselling, financial planning, medical or psychological advice or a number of other areas where a trained professional is looked to for direction in a given area.

Individual Guidance is a personal opportunity to receive support and experience growth during challenging times in life. Individual counselling can help one deal with many personal topics in life such as anger, depression, anxiety, substance abuse, marriage and relationship challenges, parenting problems, school difficulties, career changes, etc.

Individual guidance is a process through which clients work one-on-one with a trained mental health clinician in a safe, caring, and confidential environment. It allows individuals to explore their feelings, beliefs, and behaviours, work through challenging or influential memories, identify aspects of their lives that they would like to change, better understand themselves and others, set personal goals, and work toward desired change.

Individual guidance is focused on the individual's immediate or near future concerns. It may encompass career guidance and planning, grief after a loved one dies or dealing with problems at a job before they become big. Individual guidance is a one-on-one discussion between the counselor and the client, who is the person seeking treatment. The two form an alliance, relationship or bond that enables trust and personal growth.

There are various strategies for individual guidance:

- Spheres of influence
- Immediacy
- Proxemics
- Congruence
- Hierarchy of needs

Spheres of influence- This strategy figures out the strengths and weaknesses of a person. In order to excel in a particular field, a person needs to know himself. Guidance counselors use this technique to motivate and advise a particular person. Moreover, the individual guidance needs proper handling of the emotions of a person and works according to it.

Immediacy- Informing a person about the current situation makes him work better towards the task. Moreover, it builds a level of trust within him which will work positively towards his goal.

Proxemics- It is the strategy of studying the body language of a particular person. As a result, the guidance counselor will get to know about the emotional and mental condition of the client. Furthermore, it will also help him to plan his reactions so that the guidance could run smoothly.

Congruence- This deals with the feedback of the counselor. The feedback of the counselor should be genuine. As a result, it will help in the progression of the client. Furthermore, it will make him understand the current and find possible ways to make it better.

Hierarchy of needs- To know a client's needs is essential. Furthermore, the client's needs include emotional, psychological needs and safety needs. Furthermore, self-esteem and self-actualization needs are also important. This will help in the progress of the client. Further, it can help in changing the counseling if it needs any improvement.

Group Guidance

Group guidance is guiding the individual in a group situation. For example, orientation programmes for new entrants in a school and career talks by a career counsellor in classroom situations are some of the common examples. Group guidance encompasses those activities of guidance which are carried on in group situation to assist its members to have experiences desirable or even necessary for making appropriate decisions in the prevailing contexts. According to Jones, A.J "group guidance is any guidance given to any group enterprise or activity in which the primary purpose is to assist each individual in the group to solve his problems and to make his adjustment. Group guidance is used to address the developmental needs of a functional group consisting of a number of students to implement programme that would benefit them at all time. Students in group with common problems and concerns are helped in groups.

Some of the **objectives** of group guidance are :

- ✓ To help people in identifying common problems, analyse them and find relevant solutions.
- ✓ To place a wide range of information before people with common problems which could be useful for them for finding solutions.
- ✓ To provide a platform where people with common problems could interact with each other and could be benefited by each others perspectives, ideas and experience.
- ✓ To help in creating an atmosphere where people could get an opportunity to express themselves and in the process analyse themselves.

Advantages of Group Guidance

- i) It is suitable for certain kinds of guidance activities like information about careers or orienting new entrants about the school. Here individual guidance will be a mere waste of time and other resources involved in undertaking the activity.
- ii) It establishes a relationship between students and guidance worker which creates avenues for other guidance services. For example, new entrants to 11th standard want help in selection of subject from the school counsellor after a talk was delivered on "How to plan your career effectively?"
- iii) It provides orientation to unfamiliar situation on new experiences. For example, the new batch of 10+2 level felt at ease when a counsellor told them about the school, the various facilities available in the school, the rules and regulations and the expectation from them. It paves the way for individual counselling. Group guidance saves time and effort on part of the counsellors as well as the students. Further it reduces monotony. Imagine how boring it is to repeat the classtalk on time management separately for each student in a class of 40
- iv) It focuses collective attention on common problems. A group situation helps individual more readily to find a solution for a problem than he could if he works on it alone. Further he develops an awareness that the problems are not peculiar to him but are shared by others too. Therefore, he

discusses the problem in permissive atmosphere and the emotional tension gets a release. The suggestions made during group discussion are thus more acceptable to him.

- v) It provides the individual with a chance for real group life and opportunity to deal with people. In group situation students are more exposed to a variety of group experiences which help them to modify their behavior in a socially acceptable way. They also learn to respect others point of view.
- vi) It also helps a counsellor to multiply contacts with the students.
- vii) The informal and free atmosphere of the group discussion provides a good opportunity to the counsellor to observe the behavior of each student in a group situation and learn about them more. In individual counselling sessions, artificiality in behavior may occur. Further the counsellor may not be able to note the interaction pattern of the student. Thus, group guidance is very much required in certain situations.

Limitations:

1. Group guidance though serves a useful purpose , but they cannot be taken as a substitute for individual counselling.
2. Student may feel hesitant to come out with their personal problems in the group.
3. Lack of cooperation on part of the administration as well as the staff members may also create problems in organising such activities.
4. Lack of adequate funds is another problem.

Organisation of group guidance activities:

- ✓ Need Assessment .
- ✓ Determining size of the group and time , venue for group activities.
- ✓ Selection of members and role specifications
- ✓ Orientation of members
- ✓ Monitoring of activities and evaluation of outcomes

Group guidance includes a variety of activities like orientation, career talks, class talks, career conferences, educational tours to an institution, industry, museum, laboratory, etc. and many types of informal play groups. Each one of these has been discussed from the point of view of their organization in school setting.

Orientation to the Students

The purpose of the orientation programme is to help each person feel at home in a new surrounding. It is assumed that every new situation makes the individual feel uncomfortable and possesses difficulty in accepting and adjusting to it very easily. Transition from home to school for every school child at the nursery class level and later from one school to another is a very difficult process. Remember your first day in college. Did you feel, "If someone could tell where the library is or where the canteen is"? Orientation helps in such situations. Information about the institution, its physical layout, personnel and administrative arrangement, help students become acquainted with the new settings. The newly admitted students can be given information about the school, the various facilities available, the rules and regulation, the course curriculum, what is expected of them, etc. They can be asked to introduce themselves. Further a small get together with the teachers can be arranged for. Orientation thus begins when the parents first takes a child to a nursery school. This is not the end. Orientation should be provided for everyone moving into the school during the term as he moves into the new class. Orientation programme will not be the same for elementary, secondary and senior secondary students. It has to be different at different levels depending on the need.

Career Conferences :

In this, a carefully planned series of meetings are arranged for students to provide information on various themes which will be helpful to them to plan their future education and career. It provides the students with occupational information and makes the teachers, parents and the community in general aware of the significance of the guidance programme. The planning of career conference calls for a collective efforts on part of the counsellor, school faculty and the students. Further a planning committee consisting of representation of all these groups should be formed to give the entire school a sense of involvement. The parents can be taken as the resource persons. Certain guidelines can be drawn while planning a conference. These are:

- The students should be informed beforehand about the purpose of the conference.
- Through the checklist, the occupational interest of the students may be determined so that speakers can be chosen from those areas.
- The names of the guest speakers should be suggested in the meeting and the person who is going to take the charge be appointed.
- The conference dates should not conflict with examination dates.
- The schedule of talks, discussion groups, film shows etc. should be announced in advance.
- Duties should be assigned to the staff members and volunteer students.
- Prepare pamphlets for due publicity. A note should be sent to the parents informing about the conference.
- Charts could be prepared for displaying the topic/theme of the career conference.

Steps in Planning the Conference

The career conference requires months of planning in advance. The following steps are important:

- The idea of organizing the conference should be presented at least 45 days in advance. Once approval has been obtained the students can be informed about it. Informing the students beforehand is very much required because then they can offer themselves as volunteers.
- A list of the volunteer teachers and students to be made and duties to be assigned to them like arranging for the mike, lectures, refreshment, distribution of pamphlets etc.

Information should be sent to the principals of other schools and parents. The aim of the career conference and a brief outline of the plan should be sent to them.

- Draft invitation letter for guest speakers.
- A detailed programme schedule of talks, discussion, films, charts to be made.
- The session-wise programme schedule should be decided well in time and intimated to the students and other participants.
- Prepare a list of speakers for each session. It is generally good to have 2 or 3 speakers for each session so that in case of unavailability of one, the other can be invited. The resource persons could be the parents, alumni, staff members.
- Brief the speaker about the theme and the objectives of the conference. After the conference conduct a discussion to evaluate the strengths and shortcomings of the conference. The feed back can be used for making the next conference better.

Class Talks :

This is one of the effective ways of imparting group guidance. Class talks can be arranged for the students of a class having common interest. E.g. a class talk can be given on “Time Management” to standard XI students. Certain points are to be kept in mind while organizing a class talk.

- The topic selected should be according to the need and level of students.
- It should be presented in simple terms with lots of examples and illustrations from daily life. Use of difficult words should be avoided.
- Ensure the participation of students. This can be done by asking questions, or by encouraging students to give examples from their life. This will make the students feel interested and involved in the talk.
- Charts, posters pamphlets, etc. can be used to highlight the major points more effectively.
- Tables/figures, etc. can be prepared.
- The talk should not be very long.
- The number of students should not be more than 40.
- The students should be informed in advance about the schedule, theme, venue and other details of the talk.
- Supplementary material like charts, posters, films are to be kept handy. Class talks can be on topics such as time management, study habits, how to prepare for examinations, life skills, healthy eating habits, healthy living, social skills etc.

Career Talks:

Career talks are different from class talks. The topics for the class talks are general and varied while career talks concentrate on information about the various careers. For example, the topic for class talks could be ‘Effective Study Habits’ or ‘Time Management’ whereas the topic for career talk will be ‘Careers in

Chartered Accountancy'. While preparing the career talk, the general points are the same as for the class talks. Certain additional guidelines while preparing the career talk are: The future prospect of the career, educational qualifications required, the institution offering the course, duration of the course, mode of selection, hostel facilities, positive and negative points associated with the career, etc. should be clearly stated while delivering a career talk. Career talk should include topics on a variety of careers to accommodate the interests of all students present.

Plant Tours:

Plant tours provide an excellent opportunity to the students to be aware of the various occupations available. These tours to industrial and business establishment for class groups can be arranged as part of group guidance programme. The main purpose of the plant tours is to increase the career awareness of the students by their interaction with people at work in occupation. Organization of a plant tour: The idea of the plant tour should be first discussed with the principal. Selection of venue: The place to visit should be the one where most students are likely to work. It should be planned keeping in consideration the socio-economic status and other variables of the group e.g., few places could be hotels, telephone company, banks, etc. Selection of transport mode: How to plan for such tours is another important question. How do you get permission from companies for the visit? Parents can act as a resource person. The parent who is involved in specific type of job can be of potent help. Or else a direct call to the director of the company can be a help. State to him/her clearly the purpose of your visit and size of the group.

Preliminary arrangements: In making the arrangements, whether through visit, letter or telephone, following points should be kept in mind. • Explain clearly the purpose of the tour. • Number, size, level and interest of the group(s), number of facilitating teachers with the group. • Fix the starting- returning time. • Arrange for a question/discussion period before and after the tour. • Arrange transportation. • Secure the parents consent if necessary

Group Discussion :

Group discussion is a useful group guidance activity. In permissive situation comprising of members having common need, the students learn to talk freely about those things that worry them. It helps students define their working relationships and be associated with an accepting group of people of their own age who face problems similar to their own. Certain norms must be formed while inviting participation from students in group discussion. • The topic should be of interest to them. • Each one should present their own views. • Criticizing, leg pulling should not be encouraged. In such a situation counsellor should intervene. • The points for discussion should be limited to the topic only. The discussion should not deviate from the original topic.

Socio - Psycho Drama and Role Play :

Socio drama and psycho drama provide spontaneous situations wherein people could gain insights by dramatizing their conflicts. In psycho drama, emphasis is on to promote personalized work of individual whereas in socio drama a problem common to several members or a group is taken. For example, how to convince one's parents about one's desire to select humanities over science stream is a case of psycho drama while convincing the society against untouchability, dowry, etc, are some of the issues for socio drama. Socio drama is useful in school situation. The plan is to create a situation, assign roles to players and act out a planned sequence of events. For e.g. a skit may be prepared showing a party situation. The aim is to make the participants learn various social graces and manners. Such socio drama could take place in front of a group of receptive audience.

Procedure: Some prerequisites for conducting a socio drama are: • Describing clearly and specifically through discussions, situation common to the group members. The situation should be appropriate to group characteristics. • Breaking down the situation into sequences. • Obtaining volunteers to play the various roles. Creating a feeling of reality about the situation by making the players familiar with the persons whose role(s) they are planning. • Carrying out the socio dramatic situational sequences. The audience can give

their reactions after the drama is over. Later on, all can be asked to report on the learning that has taken place and also how they feel. Problems that may come into the way of carrying out the socio dramas are the lack of time to plan and organize it and sometimes it is difficult to keep it at a serious level.

Role play activities:

it provides students with an opportunity to act as well as talk about their problems. It may be utilized to help adolescents deal with conflicts in school or family situations. For example, if the student is having difficulty with his/her father, he/she may be placed in the role of the father while a fellow student plays the role of the son. In human relations valuable insights can develop through role playing. Role play can also be utilized to demonstrate how to attend a job interview, how to accept disappointments etc.

Some suggestions, for counsellor who plan to use this technique: - A counsellor must encourage students to act the scenes whenever a student wants to know how others perceive one's conflict and how they react to one's proposed actions. - Whenever the counsellor senses that a student is having trouble describing his/her problems and telling how he/she feels about them, the counsellor should respond to the student's feelings of inadequacy in the situation. He/ she may suggest role play as a technique. But he/she should also stress it is not effective unless the student volunteers to play the role. - The scene to be acted out should be described by the member who had the problem. - When the group has finished discussing on the first role playing of the situation, some members of the group may suggest replaying the scene with reassignment of roles. Such repeating the scene with the players in new roles usually results in new insights.

Visit to career Fair/Exhibition :

Career fair offers tremendous opportunities to help the students explore various avenues opened to them. Many of us are not familiar with the concept of a career fair. In a career fair, various stalls are put up by different institutes offering different courses. For example, Institute of Fashion Technology, Institute of Hotel Management or various Universities. They give information about the courses offered by them. Students get a chance to get information about various courses at one place itself. These institutions sometimes use video cassettes, slide show, films, etc. to show the nature of work related to that career. They distribute information booklets or pamphlets free to the visitor. Find out if such career exhibition/fair is organized in your city. The advertisement appears in the newspapers from time to time. These fairs save time and effort. The students need not go from one institute to another to get information about the courses. But precaution must be taken and find out if these courses are recognized by the concerned regulatory body. If the courses are not recognized they may not lead to any job later.

Career Quiz Session

Career quiz sessions are also a useful way of giving information pertaining to career. This activity motivates the students to get information so that they can participate in the quiz. Such quizzes of short duration can be made a regular feature of the extracurricular schedule. One-word answers, true or false statements can be given: • State the full form of N.I.F.T., I.T.I., M.B.A., B.Ed., IIM, BITS, N.I.D., N.I.I.T., N.D.A. etc. • State the educational qualification for entering into N.D.A. • Which stream is required for joining the navy wing of defence force?

Test for Guidance Unit 2b

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Psychological tests are effective tools to measure traits, feelings, beliefs and abilities that influence people's behavior both normal and deviant. There are some tests that assess the presence of certain conditions, such as depression, anxiety, anger control or susceptibility to stress while others provide an overall picture of a person's personality..

Psychological tests are used to assess a variety of mental abilities and attributes, including achievement and ability, personality and neurological functioning.. Psychological test can be defined as a sample of an individual's, behaviour, obtained under standard conditions and scored according to a fixed set of rules that provide a numeric score.

Testing techniques can be used for the classification of pupils into sections. It can also determine which student has a special ability in a certain field. Furthermore, it can also help evaluate teaching methods and the progress of people with similar abilities. There are various testing techniques for guidance:

According to Cronbach the following are the **purposes** of psychological tests :

1. Prediction : Various types of tests are given to individuals to obtain valid data which enable one to make decisions. Decisions involve predictions of how well individuals will do at a later time. The basic assumption is that predictions based on quantitative data are more accurate and reliable.
2. Selection : Tests are also used in selection of candidates for admission, jobs or training.
3. Classification : Tests are also used to classify students on the basis of aptitude, interest and mental abilities.
4. Evaluation : Tests can be used to assess and evaluate educational programmes, teaching methods, clinical treatment etc.

Thus a counselor or teacher needs psychological tests.

1. To determine the individual pupil's achievement level and progress.
2. To obtain data for diagnostic purposes in case of deviant behavior and maladjustment.
3. To study self-concept, attitudes and personality traits.
4. To identify under - achievers and over - achievers so as improve instructional strategies.

Aptitude Tests

Aptitude is thought of as a natural tendency, special ability, or capacity or cluster of abilities. Often these natural abilities are looked at in relationship to a person's readiness to learn or their suitability for particular career.

For example, in order to be successful architect, one must possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand.

So, Aptitude may be defined as a trait that characterizes an individual's ability to perform in an area or to acquire the learning necessary for performance in a given area. It presumes an inherent or native ability that can be developed to its maximum through learning or other experiences.

Aptitude is basically defined as an innate, learned or acquired ability of an individual to perform certain tasks. Aptitude tests inculcate many factors like Numerical reasoning, verbal reasoning, abstract reasoning, speed, accuracy, and other such abilities.

According to Traxler "Aptitude is a present condition which is indicative of an individual's potentialities for the future."

Aptitude tests measure a student's overall performance across a broad range of mental capabilities. But aptitude tests also often include items which measure more specialized abilities--such as verbal and numerical skills--that predict scholastic performance in educational programs. Aptitude tests tell us what a student brings to the task regardless of the specific curriculum that the student has already experienced. In theory, then, an aptitude test measures the potential of one to achieve in a given activity or to learn to achieve in that activity.

It is design to assess what a person is capable of doing or predict what a person is able to learn or do given the right education and instruction. Aptitude represents a person's level of competency to perform a certain type of task. For example, in order to be successful architect, one most possess the cluster of abilities such as a keen sense of observation, a sense of aesthetic visual memory, abstract reasoning, and an ability to sketch free hand.

The need and importance of aptitude test have been felt on the following grounds:

- ✓ To know whether an individual will become a good teacher, a good physician, a good social worker or a good artist etc.
- ✓ To help individuals to choose professions according to their aptitude.
- ✓ To select workers for particular jobs and vocations.

- ✓ To help the counsellor to render appropriate and exact counselling service according to aptitude.
- ✓ To help the school authority to reduce the number of probable failures.

Aptitude tests have the following **purposes**:

- ✓ They are excellent predictors of future scholastic achievement.
- ✓ They provide a profile of strengths and weaknesses.
- ✓ They assess differences among individuals.
- ✓ They uncover hidden talents in children, thus improving their educational opportunities.
- ✓ They are valuable tools for working with handicapped children

Objectives of using Aptitude tests

1. To identify individual's potential, of which he is not aware. Thus, these tests help in self-discovery.
2. To develop the special identified potentials
3. To help in educational and vocational choice on the basis of specific potentials identified.
4. To predict academic and vocational success.
5. To enable grouping of individuals for educational purposes according to their aptitudes.

Aptitude tests may potentially be **used by** counsellors and others because.

- They may identify potential abilities of which the individual is not aware;
- They may encourage the development of special or potential abilities of a given individual.

Notes

- They may provide information to assist on individual in making educational and career Decisions or other choices between competing alternatives;
- They may serve as an aid in predicting the level of academic or vocational success on individual
- They may be useful in grouping individuals with similar aptitudes for development and other Educational purposes.

There are different types of aptitude tests. Some of them are single aptitude tests like tests : Mechanical aptitude, clerical aptitude, teaching aptitude, musical aptitude and so on. Such tests Covering a group of related abilities are necessary for performing in an occupation like becoming a Mechanic, clerk, teacher, musician etc.

A commonly know Differential Aptitude Tests (DAT). Bennett, Seashore and Wesman (1984) battery consists of eight subtests of Verbal reasoning, numerical reasoning abstract reasoning, spatial reasoning, clerical speed and Accuracy, mechanical reasoning, language usage, spelling, grammar, combination of such abilities is required for success in different occupations. Such test batteries can give comprehensive

Types of Aptitude tests:

Many kinds of aptitude tests can measure one's capacity in verbal, numerical, clerical, sensory, spatial or mechanical, and logic and reasoning skills. Aptitude tests have been observed to be a highly accurate tool for selection of the right candidate as compared to the interview, group discussion, written tests and thus many organizations include this tool in their recruitment process.

Aptitude tests are specifically designed tests to measure the ability to acquire and apply skills and knowledge to a specific job.

Verbal Aptitude tests- this type of testing measures critical verbal reasoning which maybe important is sales/ marketing when verbosity can motivate a consumer to accept a sale, or change a from a brand to another.

Critical thinking is defined as a form of reflective reasoning which analyses and evaluates information and arguments by applying a range of intellectual skills in order to reach clear, logical and coherent judgments within a given context.

Critical thinking tests are particularly widely used by law firms, to determine an individual's ability to think critically and as a way of assessing a candidate's suitability for an organisation or a specific position within it.

Diagrammatic reasoning questions are multiple choice questions, administered under exam conditions, to assess logical reasoning ability. They are strictly timed to allow candidates 30 minutes to complete 20 questions. Many aptitude tests contain these questions along with verbal and numerical reasoning questions.

Abstract Diagrammatic Reasoning Questions: "Abstract reasoning" (which, to make things even more confusing, are also sometimes known as "inductive reasoning") questions involve a series of figures which appear in a sequence or pattern – these can be thought of as the 'problem' figure. You need to analyse this problem figure and determine which of the answer figures best completes it.

Mechanical Aptitude tests - are designed to gauge how astute and fast the candidate can interpret and solve problems related to mechanical faults; engineers are usually game for the mechanical ability tests

Diagrammatic Dexterity Aptitude tests - imply testing of logical reasoning using pictures and diagrams instead of text or numbers.

Numerical Aptitude tests - this is specifically significant in banking, insurance and related fields where numbers and reasoning with numbers make the core of the business/ job at hand. Numerical tests, sometimes known as numerical reasoning, are used during the application process at all major investment banks and accountancy & professional services firms.

Clerical Aptitude tests - measure the ability of the candidate to notice mistakes. The whole purpose of a clerk is to keep things smooth and accurate - hence these tests measure speed and accuracy as well as 'the eye for it' in identifying mistakes.

Sensory Aptitude tests - is for people where coordination of color, sound and visual acuity is important - such as textiles, interior decoration, automobile industry, etc

Spatial ability Aptitude tests - is generally for those who choose a career in space such as astronauts or related careers

Specific Areas of Aptitude Tests Among the tests available, the following category of tests is often used:

1. Art Aptitude Test 2. Clerical Aptitude Test 4. Mechanical Aptitude Test 5. Medical Aptitude Test 6. Musical Aptitude Test 7. Scholarly Aptitude Test 8. Scientific Aptitude Test 9. Teachers Aptitude Test

Each of these tests are designed to test a certain skill or ability to apply that skill to the job in question by the candidate. It is extremely unlikely that one would be expected to undergo more than three-four tests - particularly relevant to the job for which they are interviewed.

Use of Aptitude Tests in Guidance

Aptitude tests may potentially be used by counselors and others because.

- ✓ selecting subjects for studying, for use to help the students to select the profession or occupation of his choice.
- ✓ Employers can use it for making selection of his employees.
- ✓ Different aptitude tests can be used in admitting candidates for different professional trainings such as Law, Medicine, Engineering etc.
- ✓ They may identify potential abilities of which the individual is not aware;
- ✓ They may encourage the development of special or potential abilities of a given individual.
- ✓ They may provide information to assist on individual in making educational and career decisions or other choices between competing alternatives;
- ✓ They may serve as an aid in predicting the level of academic or vocational success on individual might anticipate; and
- ✓ They may be useful in grouping individuals with similar aptitudes for development and other educational purposes.

Uses of Aptitude Test:

The aptitude test result offers factual information about a student's specific abilities which facilitates the student, her /his parents and the school to take joint decision regarding the students educationa and career /vocational choices.

1. Self-awareness of one's aptitude is essential . It facilitates students to get motivated and take appropriate steps in strengthening their specific abilities. When the aptitude test result of student is seen his /her achievement records in a discipline , it may help the student to seek curricular guidance. The aptitude test result also encourages students to explore career pathways and occupations. This helps to broaden their horizon about the world of work and also encourages students to open up to new avenues of occupation /vocations.

Aptitude test results help students to revalidate their choices and this take suitable decision to continue or change their educational discipline choice. A relook at their occupational aspirations/ goals in relation to their specific aptitude helps to review the efforts being made by them to achieve such goals

Most commonly these tests would ask the student a question about their Skills, Values, Likes, Dislikes and their innate abilities. The test measures the strongest and the weakest areas in each realm of understanding and the innate psychometric ability that the student may possess. Usually, these tests involve the use of psychometric tests consisting of multiple-choice questions, wherein a student has to select any one choice out of the given options.

Therefore , aptitude test result provides information which gives ample time to the students to indulge in self-exploration and self-preparation in academics as well as in exploring the world of work so that they are able to make well- informed career choices and undertake new exploration suited to their present ability profile

Aptitude tests are valuable in making program and curricula decisions and ability grouping of students

2. Teachers can use aptitude test results to adapt their curricula to match the level of their students, or to design assignments for students who differ widely. Aptitude test scores can also help teachers form realistic expectations of students. Knowing something about the aptitude level of students in a given class can help a teacher identify which students are not learning as much as could be predicted on the basis of aptitude scores. If a whole class were performing less well than would be predicted from aptitude test results, then curriculum, objectives, teaching methods or student characteristics might be investigated.

3) **Administrative:** Aptitude test scores can identify the general aptitude level of a high school, for example. This can be helpful in determining how much emphasis should be given to college preparatory programs. Aptitude tests can be used to help identify students to be accelerated or given extra attention, for grouping, and in predicting job training performance.

4) **Guidance:** Guidance counselors use aptitude tests to help parents develop realistic expectations for their child's school performance and to help students understand their own strengths and weaknesses.

Disadvantages of an Aptitude Test

With all these advantages of aptitude tests, there also come disadvantages attached to them. The disadvantages of aptitude tests are:

Costly: It is quite costly to make an aptitude test or to administer it. To meet this cost, the institutes or organizations which hold these tests charge a huge sum of money from the students appearing for it. The companies which use aptitude test for recruitment have to spend a lot of money on these tests as the number of people appearing is quite a lot. For every different type of the job, the company has to modify the test which adds to the cost.

Stressful: Aptitude tests are quite stressful. A person appearing for the test devotes his entire mind to it before and during the test. If the person appeared for the test for placement or some other fruitful purpose, he would be tensed for the result. This increases the stress level.

Cannot tell Everything: Aptitude tests can only tell your weak and strong areas, but it cannot tell how well you can learn new things. It only tells about your natural abilities and intelligence, not about your interests. Moreover, it only tells about your mind, not about your personality. For example, your aptitude test results say that you would be good in the field of sales and marketing but you lack those speaking skills and confidence required for conversing with the customers, you will not be able to find success in these fields. Also, the tests cannot predict your artistic capabilities.

Interest

Interest is a process that motivates a person to perform a task. Furthermore encourages a person to learn, guide him in academics and is important for success in life. Moreover, Interest is a psychological state of mind that can change a person's ability in doing a job.

You might have observed in your class that some students show more inclination in math, while others in computers, some in literary activities, in paintings, etc.

Interest is a behaviour orientation towards certain objects, activities or experiences. It is an expression of our likes and dislikes, or our attractions and aversions. An individual chooses the most acceptable, suitable alternative out of many, go after preferred objectives, activities, etc., and consequently derives satisfaction, success and happiness out of the activities selected. Interests are related to general ability, special aptitudes and values in various ways. Linguistic and scientific interests are positively correlated with intelligence, technical interests are related to mechanical aptitude and business interests are related to the tendency to stress material as opposed to theoretical, social or aesthetic values and so on

Each person makes a variety of decisions regarding the type of activities in which he/she will participate. Some show preference for sports other spend time in reading or painting. It has been found that interests are related to academic success, job satisfaction. Therefore, it becomes necessary for students to know their interest.

Super (1949) has defined interests as “ the product of interaction between inherited aptitudes and endocrine factors on the one hand, and opportunity and social evaluation on the other”.

Cronback 1949 states that “ An interest may be defined a tendency to seek out an activity or object, or a tendency to choose it rather than some alternative “.

The interest inventory is a tool, which help to identify the individuals' liking for the activities in academics and the aspirations for the occupations.

Interest inventory

A test that determines a person's preferences for specific fields or activities.

An interest inventory is a testing instrument designed for the purpose of measuring and evaluating the level of an individual's interest in, or preference for, a variety of activities; also known as interest test. Testing methods include direct observation of behavior, ability tests, and self-reporting inventories of interest in educational, social, recreational, and vocational activities. The activities usually represented in interest inventories are variously related to occupational areas, and these instruments and their results are often used in vocational guidance.

Interest testing is done to achieve **some purpose i.e.**

- i) To provide teachers and counsellors with information regarding the students preference and aversions which will help them acquire better understanding of students and their problems.
- ii) To help the students to identify and clarify their interests in terms of the demands of varied courses and careers and choose work and experiences consistent with their interests.
- iii) To enable teachers, counsellors and parents to know the kinds and intensity of the student's interests and assist him to prepare his educational and vocational plans consistent with his interests.
- iv) To help channelize the energies of the youth in appropriate directions.
- v) To help in the selection of the right person for the right work, and thus save frustration, unhappiness and disappointment in the lives of the individuals and increase productive capacity of individuals.

Uses:

- ✓ It gives idea about liking of students for activities, subjects etc. which is helpful teacher indecision making.
- ✓ It motivates individual to action
- ✓ It provides valuable information to counselor
- ✓ It helps in guiding students with unrealistic expectations from self.
- ✓ It helps to take better decision for occupation.

Limitations:

- ✓ One cannot rely on scores on interest forever because preferences, liking may change.
- ✓ Intensity of interest vary.
- ✓ Interest inventory can be affected by the ambiguity of questions asked.
- ✓ Interest inventories are not very satisfactory in predicting job success, job satisfaction, personality, and adjustment and academic success.

Advantages of Interest Inventories Interest inventories are useful in many ways:

- 1) They are well-adapted to vocational counselling – The student expects his/ her interests to be considered. The interpretation, when given, carries considerable force because the student can see that s/he is looking at himself in a mirror, that s/he is only receiving an analysis of what s/he himself / herself has said.
- 2) They are useful for the counsellor too as they are less fraught with emotional significance. The subject can discuss the interest scores with the counselor freely.

- 3) They are helpful devices for the counselee too – Students do not mind revealing their interests and are eager to have a report of their scores. A promise to interpret scores is an excellent, non-threatening gambit to entice the student into the counsellor's office.
- 4) They are economic – They can be given to a group; interpretation of profiles can be carried out in group discussion.
- 5) They provide excellent preliminary information either to further group study of careers or to individual counselling.
- 6) They assist counsellor in dealing with many other student problems.

Limitations of Interest Inventories

There are certain limitations to be found in interest inventories.

- i) Many students fail to show through their responses to interest inventories strong likes and dislikes or clearly defined preferences.
- ii) The inventories can have validity only with persons whose likes have been long and varied enough to have provided them with experiences of the kind which will enable them to choose between alternatives presented by each item in the inventories. These inventories are, thus, more useful with mature than immature students.
- iii) Vocational choice or success cannot be predicted on the basis of even clearly defined patterns shown by the inventories alone. Ability, training and opportunity for training – all need to be considered. Interest test results cannot be over-emphasised. Estimating Interests One way of assessing the interests is to ask the individuals what they like to do. The other way is to analyse the activities that a person performs. The third method of assessing interests is by the use of interest tests and inventories.

There are many instruments now in use and majority of them deal with occupational interest.

- 1) **Kuder Interest Inventories:** There are various forms, versions and editions of the Kuder Interest Inventories. They help in the measurement of interests from different angles and are designed for different purposes. The items in 25 Techniques of Guidance the Kuder inventories are of the forced-choice triad type. For each of three activities listed, the respondent indicates which s/he would like the most and which s/he would like the least. The following forms of Kuder Interest Inventories are quite common: i) The Kuder Vocational Preference Record – It provides 10 interest scales plus a verification scale for detecting carelessness, misunderstanding and the choice of socially-desirable but unlikely answers. The interest scales include: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service and Clerical. Forced-choice triad items are used. The respondents indicate which of the three activities they would like most and which least. The scores are obtained not for specific vocations but for 10 broad interest areas. ii) Kuder General Interest Survey (KGIS) – It has been developed as a revision and downward extension of the Kuder

Vocational Preference Record. It is designed for grades 6 to 12. It employs simpler language and easier vocabulary. It is a revision of the Strong Vocational Interest Blank (SVIB). iii) Kuder Occupational Interest Inventory (KOII) – The occupations covered by this inventory vary widely in level, ranging from baker and truck driver to chemist and lawyer.

2) Strong Vocational Interest Blanks (SVIB) –The Strong Interest Inventory® test is an assessment that helps people match their interests with potential educational, career, and leisure activities, using an individual's preferences in a variety of areas to aid them in discovering what they'd most enjoy doing with their work and their free time It is based on the assumption that a person who has the interest patterns typical of successful people in a given occupation will enjoy and find satisfaction in that occupational.

Personality Test

The term “Personality” signifies much more than simply the physical looks of a person and has a very broad meaning. It includes the emotional, motivational, inter-personal, attitudinal and even moral aspects of a person. Personality is the field within psychology that studies the thoughts, feelings, behaviors, goals, and interests of normal individuals. It therefore covers a very wide range of important psychological characteristics

Personality can be defined as the individual's imoqie [atterm pf traots, tje [atterm that distinguished him as an individual and amounts for his unique and relatively consistent way of interacting with his environment.

Personality refers to a unique combination of characteristics of an individual, which pre-disposes the person to behave in a particular and consistent way. Personality plays a vital role in a person's way of performing or conducting a duty. The personality of the person defines his or her background. Moreover, it tells us about the person's educational learning and communication techniques.

Personality is the sum of biological innate and acquired dispositions. Personality refers to a unique combination of characteristics of an individual, which pre-disposes the person to behave in a particular and consistent way. A Personality test is a tool used to assess human personality or personality tests are techniques designed to measure one's personality. Personality testing and assessment refer to techniques designed to measure the characteristic patterns of traits that people exhibit across various situations. Personality testing is necessary to achieve the following **purposes**:

- ✓ It helps the students in proper educational and vocational choice. Personality plays an important role in an individual, personal, educational and vocational adjustment and success. It is, therefore, important to diagnose the individual's personality pattern to see whether he possesses the traits which are likely to contribute significantly to his adjustment to the course or career he is choosing.
- ✓ It helps the individual in resolving emotional conflicts. Personality diagnosis becomes essential when the difficulty the individual encounters in making proper adjustment with the educational and occupational choices, lies in emotional conflict about which the client has no knowledge. When the cause of the mental conflict is diagnosed, it may be possible for him to solve his problem in his own way.
- ✓ It helps the clinical psychologist.
- ✓ They are used to diagnose psychological problems as well as to screen candidates for college and employment.
- ✓ Personality tests can be used to help clarify a clinical diagnosis, guide therapeutic interventions, and help predict how people may respond in different situations.
- ✓ Personality testing are used to; helps the students in proper educational and vocational choice helps the individuals in resolving emotional conflicts helps the teacher and the

counsellor helps the employer in proper selection of the personnel helps the clinical psychologist to choose best therapy for his patients.

A personality test can **benefit** your students by:

- ✓ Increasing productivity
- ✓ Get along better with classmates
- ✓ Help students realize their full potential
- ✓ Identify teaching strategies for students
- ✓ Help students appreciate other personality types

A number of techniques are used for testing personality. There are various personality test techniques that can analyze the overall personality of a person.

1. Subjective methods
2. Objective methods
3. Projective methods
4. Psycho-analytical methods
5. Physical Test methods or Physiological methods

Subjective methods- This method discloses the personal traits of a person. For example, his aims, experiences, attitude, need and interest. This will help the counselor to get a better picture of the person and assign a task suitable to him

Objective methods- The objective method is more related to a person's behavior in real-life situations. Furthermore, the person's personality trait comes in action and is analyzed by the examiner. For instance, psychological measures, rating skills, and miniature life situations are some of the objective methods.

Projective methods- In this method the person does not have to tell his personality traits. But in this, the person has to behave in an imaginative way such as making up a story. As a result, this will reveal the hidden moods, feelings of a person and could also determine his fantasies.

Psycho-analytical methods- This method was by the father of psychoanalysis, Sigmund Freud. There are two types of tests in this:

1. Free Association Test
2. Dream Analysis Method

Physical Test methods or Physiological methods- To test a personality in this method the following instruments are used:

- ✓ Pneumograph
- ✓ Plethysmograph
- ✓ Shymograph

- ✓ Electrocardiograph
- ✓ Electroencephalograph
- ✓ Graphology
- ✓ Electromyogram

Types of Personality tests:

There are two basic types of personality tests:

1. Self report inventories & Projective tests

Self report inventories involve having test takers read question then rate how well the question or statement applies to them. A self report inventory is a type of psychological test often used in personality assessment. This type of test is often presented in a paper and pencil format or may even be administered on a computer. A typical self-report inventory presents a number of questions or statements that may or may not describe certain qualities or characteristics of the test subject. One of the most common self-report inventories is the Minnesota Multiphasic Personality Inventory (MMPI)

The Minnesota Multiphasic Personality Inventory is the most famous self report inventory. This test was first published in 1940s and later revised in 1980s and today it is known as MMPI-2. The MMPI contains more than 500 statements that assess a wide variety of topics including interpersonal relationships, abnormal behavior and psychological health as well as political, social, religious, and sexual attitudes. MMPI is the most widely used and researched clinical assessment tool used by mental health professionals to help diagnose mental health disorders. Although the MMPI was originally developed to assist in the clinical diagnosis of psychological disorders, it is now also used for occupational screening, such as in law enforcement, and in college, career and marital counselling.

Projective Techniques to Measure Personality

Projective techniques are a group of psychological techniques and procedures that claim to disclose the basic (underlying, hidden) personality structure and motivations of a subject by having him to organize, respond to, or deal with materials or stimuli in a free, unlimited way without reference to a preconceived system of correct or incorrect answers"., projective techniques are a method of knowing the unconscious mind. A projective technique provides the subject with a stimulus situation, giving him an opportunity to impose upon it his own private needs and his particular perceptions and interpretations

A projective test is a type of personality test in which you offer responses to ambiguous scenes, words, or images. The goal of such tests is to uncover the hidden conflicts or emotions that you project onto the test with the hope that these issues can then be addressed through psychotherapy or other appropriate treatments.

Projective Techniques are indirect and unstructured methods to assess the personality of an individual. In this technique, the psychologists use the projection of respondents for inferring

about underline motives, urges or intentions. In psychology, the term "projection" means the tendency of an individual to see his / her own unwanted traits, ideas, and motives in other persons or objects. The term was first used by Freud to indicate one of the defiance mechanisms, which stands for the process whereby ego transfers on to some external objects. But in personality testing projection means a somewhat different process.

The term "projection" when applied to projective methods, is used in a general sense to denote the process by which the characteristics of the individual influence the ways in which he perceives, organizes and interprets his environment and experiences. These influences are best seen when an individual encounters new and ambiguous situation. A fundamental assumption of projective techniques is that the person expresses or "projects" his or her personality characteristics through the completion of relatively unstructured and ambiguous tasks (Rabin, 1981).

In short, the projective test creates an ambiguous situation in which people being tested are encouraged to express them-selves in such a way that the basic structure and dynamics of their personality will be revealed.

This kind of test relies on one of the defence mechanisms proposed by Freud—projection—as a way to assess unconscious processes. During this type of testing, a series of ambiguous cards is shown to the person being tested, who then is encouraged to project his feelings, impulses, and desires onto the cards—by telling a story, interpreting an image, or completing a sentence.

A Projective Test is a personality evaluation to draw out significant information related to one's unconscious mind and its working. In such a test, the individual responds to some vague stimuli, such as pictures, words and the like. Projective assessments are designed to be open-ended and to encourage free expression of thoughts and feelings, thereby revealing how an individual thinks and feels. The response so obtained is analyzed by expert to reveal hidden emotions and internal conflicts. It's quite different from an "objective test", where the responses are analyzed as per a common standard (for example, a multiple choice exam). The responses are content-analyzed for deeper meanings and interpretations.

These tests originate from psychoanalysis which argues that human behaviour is greatly shaped by unconscious attitudes and motivations which are hidden from consciousness.

Projective Techniques are indirect and unstructured methods of investigation which have been developed by the psychologists and use projection of respondents for inferring about underline motives, urges or intentions which cannot be secure through direct questioning as the respondent either resists to reveal them or is unable to figure out himself. These techniques are useful in giving respondents opportunities to express their attitudes without personal embarrassment. These techniques help the respondents to project his own attitude and feelings unconsciously on the subject under study.

Some examples of projective tests are the Rorschach Inkblot Test, the Thematic Apperception Test (TAT), the Contemporized-Themes Concerning Blacks test, the TEMAS (Tell-Me-A-Story), and the Rotter Incomplete Sentence Blank (RISB).

1. The Rorschach Inkblot Test

The Rorschach Inkblot Test was developed in 1921 by a Swiss psychologist named Hermann Rorschach (pronounced “ROAR-shock”). The test consists of 10 different cards that depict an ambiguous inkblot. It is a series of symmetrical inkblot cards that are presented to a client by a psychologist. People are shown one card at a time and asked to describe what they see in the image. The responses are recorded verbatim by the tester. Gestures, the tone of voice, and other reactions are also noted. Upon presentation of each card, the psychologist asks the client, “What might this be?” What the test-taker sees reveals unconscious feelings and struggles (Piotrowski, 1987; Weiner, 2003). The Rorschach has been effective in measuring depression, psychosis, and anxiety. This test was one of the first projective tests developed and continues to be one of the best-known and most widely used. The results of the test can vary depending on which of the many existing scoring systems the examiner uses.

2. The Thematic Apperception Test (TAT)

A second projective test is the Thematic Apperception Test (TAT), created in the 1930s by Henry Murray, an American psychologist, and a psychoanalyst named Christiana Morgan. A person taking the TAT is shown 8–12 ambiguous pictures and is asked to tell a story about each picture. In the TAT test, people are asked to look at a series of ambiguous scenes and then to tell a story describing the scene. This includes describing what is happening, how the characters are feeling, and how the story will end.

The stories give insight into their social world, revealing hopes, fears, interests, and goals. The storytelling format helps to lower a person’s resistance divulging unconscious personal details (Cramer, 2004). The TAT has been used in clinical settings to evaluate psychological disorders; more recently, it has been used in counseling settings to help clients gain a better understanding of themselves and achieve personal growth. Despite these shortcomings, the TAT has been one of the most widely used projective tests.

The examiner then scores the test based on the needs, motivations, and anxieties of the main character, as well as how the story eventually turns out

The TAT can be utilized by therapists in a number of different ways. Some of these include:³

- **To learn more about a person.** In this way, the test acts as something of an icebreaker while providing useful information about potential emotional conflicts the client may have.
- **To help people express their feelings.** The TAT is often used as a therapeutic tool to allow clients to express feelings in a non-direct way. A client may not yet be able to express a certain feeling directly, but they might be able to identify the emotion when viewed from an outside perspective.
- **To explore themes related to the person's life experiences.** Clients dealing with problems such as job loss, divorce, or health issues might interpret the ambiguous

scenes and relating to their unique circumstances, allowing deeper exploration over the course of therapy.

- **To assess someone for psychological conditions.** The test is sometimes used as a tool to assess personality or thought disorders.
- **To evaluate crime suspects.** Clinicians may administer the test to criminals to [assess the risk of recidivism](#) or to determine if a person matches the profile of a crime suspect.
- **To screen job candidates.** This is sometimes used to determine if people are suited to particular roles, especially positions that require coping with stress and evaluating vague situations such as military leadership and law enforcement positions.

3 The Draw-A-Person Test

This type of projective test involves exactly what you might imagine. People draw a person and the image that they created is then assessed by the examiner.

To score the test, the test interpreter might look at a number of factors. These may include the size of particular parts of the body or features, the level of detail given to the figure, as well as the overall shape of the drawing.

Like other projective tests, the Draw-A-Person test has been criticized for its lack of validity.

A test interpreter might suggest that certain aspects of the drawing are indicative of particular psychological tendencies. However, it might simply mean that the individual has poor drawing skills.

The test has been used as a measure of intelligence in children, but research comparing scores on the Wechsler Preschool and Primary Scale of Intelligence to the Draw-A-Person test found a very low correlation between the two scores.

4 .The House-Tree-Person Test

In this type of projective test, people are asked to draw a house, a tree, and a person. Once the drawing is complete, they are asked a series of questions about the images they have drawn.

The test was originally designed by John Buck and included a series of 60 questions to ask the respondent, although test administrators may also come up with their own questions or follow-up queries to further explore the subject's responses. For example, the test administrator might ask of the house drawing:

Who lives here?

Who visits the person who lives here?

Is the person who lives here happy?

Other Important Projective Techniques are

- ✓ Word Association Test.

- ✓ Completion Test.
- ✓ Construction Techniques
- ✓ Expression Techniques

Word Association Test: An individual is given a clue or hint and asked to respond to the first thing that comes to mind. The association can take the shape of a picture or a word. There can be many interpretations of the same thing. A list of words is given and you don't know in which word they are most interested. The interviewer records the responses which reveal the inner feeling of the respondents. The frequency with which any word is given a response and the amount of time that elapses before the response is given are important for the researcher. For eg: Out of 50 respondents 20 people associate the word "Fair" with "Complexion".

Completion Test: In this the respondents are asked to complete an incomplete sentence or story. The completion will reflect their attitude and state of mind.

Construction Test: This is more or less like completion test. They can give you a picture and you are asked to write a story about it. The initial structure is limited and not detailed like the completion test. For eg: 2 cartoons are given and a dialogue is to be written.

Expression Techniques: In this the people are asked to express the feeling or attitude of other people

Advantages of Projective techniques

- ✓ Projective tests are most frequently used in therapeutic settings. In many cases, therapists use these tests to learn qualitative information about individuals.
- ✓ Some therapists may use projective tests as a sort of icebreaker to encourage people to discuss issues or examine their thoughts and emotions.
- ✓ Projective tests are used to give insight into an individual's personality. The TAT involves showing cards with pictures of people in different scenarios that the test-taker uses to create a story. The stories told by the individual, as well as the way that the stories are told, tell the interviewer about the individual's personality, particularly in the areas of interpersonal relationships and the ability to deal with psychological stress.

While projective tests have some benefits, they also have a number of weaknesses and limitations, including:

Limitations:

- ✓ Projective tests that do not have standard grading scales tend to lack both validity and reliability. Validity refers to whether or not a test is measuring what it purports to measure, while reliability refers to the consistency of the test results.
- ✓ Scoring projective tests is highly subjective, so interpretations of answers can vary dramatically from one examiner to the next.

- ✓ The respondent's answers can be heavily influenced by the examiner's attitudes or the test setting
- ✓ Highly trained interviewers and skilled interpreters are needed.
- ✓ Interpreters bias can be there.
- ✓ It is a costly method.
- ✓ The respondent selected may not be representative of the entire population.
- ✓ **How to use personality tests in Guidance**

1. The tests can help in identifying the students who have adjustment problems.
2. They can help the students in assessing their suitability to various occupations. For eg, a student with shy and introvert personality would not be suitable for jobs that require dealing with the public.
3. Personality tests may help the individuals in knowing their weaknesses. They can overcome some of these through special efforts.
4. Students may know their strengths and utilise them in proper channels.
5. Tests can help the students in identifying the reasons for their emotional handicaps.
6. Choice of educational stream may be made according to the personality characteristics.
7. Leisure time activities may be chosen suiting to the personality .
8. Ultimately, personality tests help a person in self-understanding , self acceptance and self realisation.

Unit 2: Strategies and Devices for Guidance (Uses and Limitations)

c) Non-Testing Devices – Case study, Interview & Check list

Case Study:

- * Case studies are in-depth investigations of a single person, group, event or community.
- * The focus in case study is on factors contributing to the development of particular personality patterns and /or problems.
- * The case study employs all possible tools and techniques that seem appropriate to understand an individual (e.g., observation, interview, self-reports, teacher's ratings, checklist, sociometry, document analysis, anti-biographics etc.).
- * The research may also continue for an extended period of time, so processes and developments can be studied as they happen.
- * The case study is not itself a research method, but researchers select methods of data collection and analysis that will generate material suitable for case studies.

Uses of Case Study

- * The case study is a method that should only be used by a psychologist, therapist or psychiatrist, i.e. someone with a professional qualification.
- * Provides a means of integrating and summarizing all available information about the client in order to determine what further steps should be taken to enhance his or her development. (the purpose of a case study is to present the client as a fully functioning totality)
- * To achieve a better understanding of the problems of a child.
- * To study the whole individual (in her dynamic developmental process) so that the counselor may better understand his concerns, the reasons for his actions and behaviours and plan the course of action, which is appropriate for him.

Limitations of Case Study

- * **Limited Representatives.** Due to as narrow focuses a case study has limited representatives and generalization is impossible.
- * **No Classification.** Any classification is not possible due to studying a small unit.
- * **Possibility of Errors.** Case study method may have the errors of memory and judgment.
- * **Subjective Method.** It is a subjective method rather than objective.
- * **No Easy and Simple.** This method is very difficult and no layman can conduct this method.

- * **Bias Can Occur.** Due to narrow study the discrimination & bias can occur in the investigation of a social unit.
- * **No Fixed Limits.** This method is dependent on situation and has no fixed limits of investigation of the researcher.
- * **Costly and Time Consuming.** This method is more costly and time consuming as compared to other methods of data collection.

Interview

- * The term '**interview**' is derived from Latin language which means "**see each other**".
- * In general terms, interview is nothing but a formal meeting between an interviewer and interviewee where questions are asked by the former and answered by the latter.
- * This process is mainly done to get to know each other and also to select and recruit the candidate for a job.

Uses of Interview

- * Interview material may provide either quantitative or qualitative data.
- * Quantitative data is considered to be easier to analyse and more 'reliable' than qualitative data.
- * Qualitative data is less structured and therefore considered to be more difficult to analyse and, for some, not as reliable.
- * However, qualitative data may help to explain some very difficult questions or issues. Emotions, experiences and feelings are sensitive issues.
- * It is appropriate when dealing with young children, illiterates, language difficulty and limited intelligence.
- * It supplies the detail and depth needed to ensure that the questionnaire asks valid questions while preparing the questionnaire.
- * It is a follow-up to a questionnaire and complements the questionnaire.
- * It can be combined with other tools in order to corroborate facts using a different approach.

Limitations of Interview

- * It's a time-consuming technique.
- * The effectiveness of the interview depends greatly upon the skill of the interviewer, not ordinarily possessed by inexperienced researchers.
- * There is a constant danger of subjectivity on the part of the interviewer.
- * The interview is most difficult to employ successfully, for even in the presence of a skilled interviewer some interviewees will not respond freely, frankly and accurately.

Checklist

- * A checklist is a simple device consisting of a prepared list of items which are thought by the researcher to be relevant to the problem being studied.
- * A checklist draws the attention of the observer to relevant factors and enables him to

record the data quickly and systematically.

- * A checklist is a tool for identifying the presence or absence of conceptual knowledge, skills, or behaviors.
- * Checklists are used for identifying whether key tasks in a procedure, process, or activity have been completed.
- * A checklist may also be given to students to follow in completing a procedure (e.g., in a shop or lab).
- * A checklist itemizes task descriptions in one column and provides a space beside each item in a second column to check off the completion of the task.

Use of a Checklist

- * Checklists are used for various purposes.
 - * We can check our requirements for journey, Birthday list, proforma for pass-port, submitting examination form or admission form etc. in every case, we will check before doing the work, then there is less chance of overlooking any, important things.
 - * As it is useful in over daily life, it is also useful in educational field in the following way.
- To collect acts for educational surveys.
 - To record behaviour in observational studies.
 - To use in educational appraisal, studies – of school buildings, property, plan, textbooks, instructional procedures and outcomes etc.
 - To rate the personality.
 - To know the interest of the subjects also. Kuder’s interest inventory and Strong’s Interest Blank are also checklists.
- Only the presence or absence of the ability can be tested.
 - Yes or no type judgment can only be given.
 - How much can not be tested through checklist.
 - * For Example, you want to test the story telling skill of a student. You can check only whether the student developed or not developed the skill but you can not study how much he has developed?
 - * When we want to check ‘yes’ or ‘no’ of any ability, checklist is used.

Limitations of Checklist

- * Descriptive checklist may be exhaustive.
- * Provide limited information about how to improve performance.
- * Do not indicate relative quality of performance.
- * In an endeavor to provide good coverage, a lot of overlaps between various points in the checklists may be introduced. The result is superfluous testing exertion when these checklists are used.
